

To Compliance and Beyond...

Steps that will lead to high quality ELD instruction

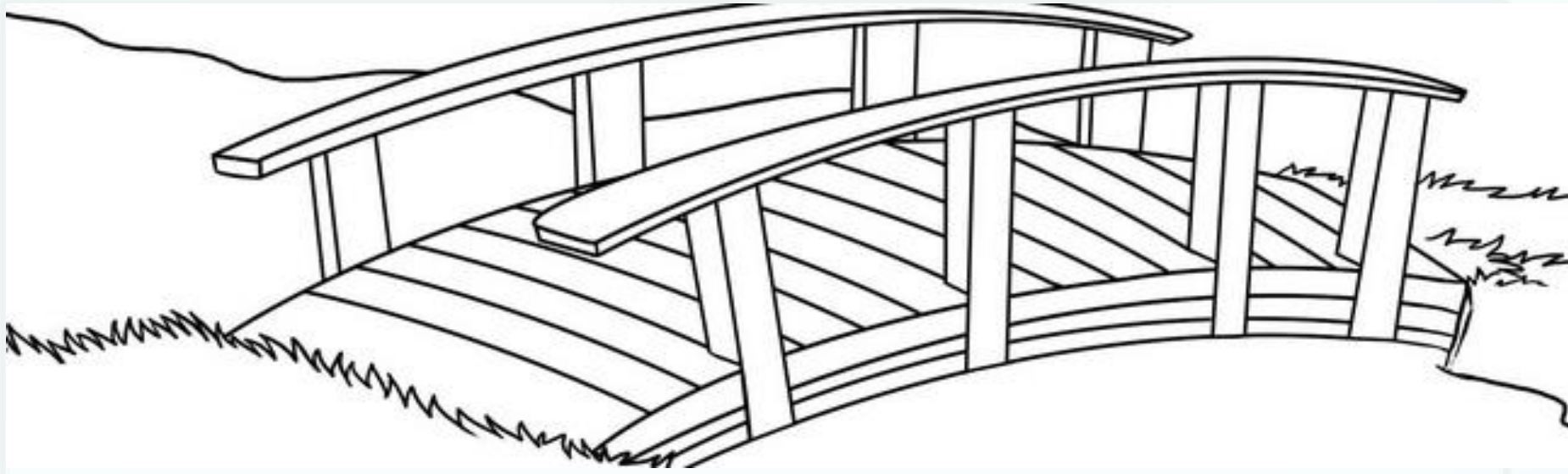
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Forging the River of Doubt

The “River of Doubt” is named after naturalist Theodore Roosevelt, who forged over 900 miles of uncharted Brazilian waters for 40 days. He sought to determine *where and by which course* the river flowed into the Amazon.

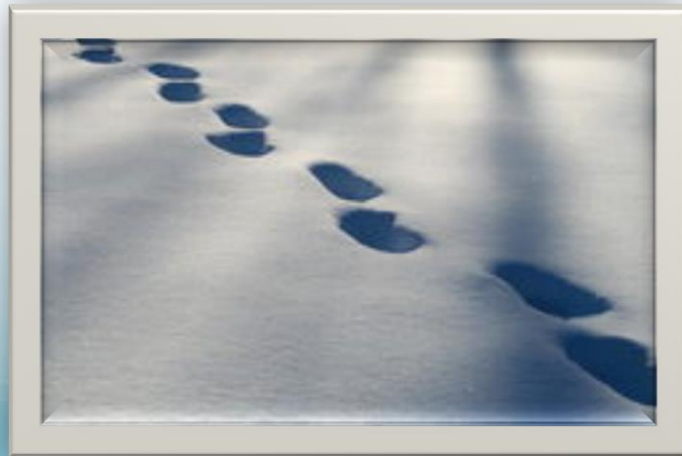


A bridge is a critical link between where one is and where one wants to be. A bridge that works in one place almost never works in another. Each bridge requires careful design that considers its purpose, who will use it, the conditions that exist at its anchor points...and the resources required to construct it.

Where are we and what course will we take to cross over to compliance?

Step by Step

Ten Steps to Compliance





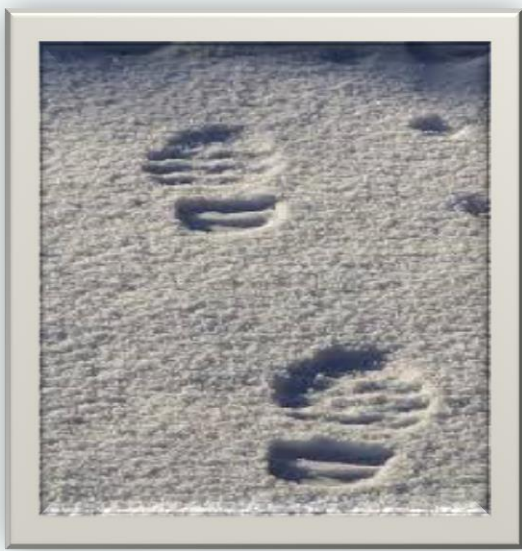
Step 1

Identify Compliance Issues

Step 1

Identify Compliance Issues

1. File compliance.
2. Model implementation compliance
 - Allocation of 4 hours of ELD was not being met (missing time, embedded with other time allocations, or missing altogether).
 - Lesson plans, in some cases, existed to a minimal degree, and standards/PIs were not identified. If evident in plans, standards did not match instruction.
 - Use of ELP standards was found to be deficient as the driver of instruction (SEI and ILLP classrooms).
 - ILLP noncompliance, including absence of appropriate signatures and partial documentation.



Step 2

Take Ownership



Step 3

Examination of Practice
Deep Reflection

Quick Share Out

What instructional practices do you see in daily lessons that are designed to increase English language proficiency?



Step 4

Shared Vision

- What is best for students?
- What are the “givens”?
- What are the tangibles?
- What are the intangibles?
- Is the plan congruent with best practice?

Tangibles

- Sentences are the basic unit of language and their use by students and teachers accelerates English.
- All ELD instruction is driven by a discrete skill from the Language Star.
- Overt and consistent correction of ELLs grammar errors promotes the learning and use of structurally accurate English.
- Student production of language leads to higher levels of English proficiency.
- Pushing students to a level of productive discomfort accelerates English language learning.

Intangibles

- Teacher behaviors change from, “I already get good results,” to “How can I provide better instruction?”
- Change in school culture.
- Empowerment of teachers and students



Step 5

Build Professional Capacity



Step 6

Create a Plan

Once you know where you are and where you need to be, choose the course that leads you there.

PVUSD Corrective Action Plan

- Correct Registration issues (PHLOTE questions).
- Use of a common, electronic lesson planning tool.
- Monitoring of teachers' schedules for correct time allocations, per ADE models.
- Development of performance-based coaching.
- Development of ILLP training model.
- Provide professional development on the use of the ELP Standards to drive instruction.



Step 7

Implement Performance-Based Coaching
Model
(Or whatever your plan includes)

Cornerstones of the Approach

1. Direct connection between teaching methods and student language needs (Language Star).
2. Five common language acceleration principles-highly visual and collaborative.
3. Ten high-powered methods to develop advanced English language competencies.
4. Clear scope and sequence of skills.
5. Quarterly language assessments.



Step 8

Professional Development

- District administration
- School administration
 - Coaches
 - Teachers



Step 9

Watch for it!



Learning Objective

We will hear, produce, and tell differences between sounds in English.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

A word that means the same
as _____ is _____.

A synonym for _____ is _____.

The opposite of is .

Number Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30



Kindergarten –Verb Tense Study Preview Chart

To Be Verbs in Present

LO: We will write complete sentences using are to connect the subject to adjectives in three forms:

Had

<u>Language Objective:</u> We will write complete sentences using had to connect the subject to nouns in two forms: - declarative - negative	<u>Parts of Speech:</u> Verbs ↓ to have singular subject : had plural subject : had modals : did
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Application (Why?)
We use had to show possession in the past.

Formulas and Examples

Declarative:
Subject + [had] + finisher (noun / noun phrase).

Example:
The fox had sharp teeth.

Negative:

Grammar Wall- Grade 2



Noun Placard and Sub-Categories

Grade 2

Noun

A word that names a person, place, thing, or idea.

Proper Noun

Wednesday	Thursday
Mr. Withers	Officer Anderson
Mrs. Stevens	Indian Bend ES
Miss Krag	President Obama

Singular

sofa	test	mug	sound
couch	quiz	fan	noise
woman	quilt	ruler	mother
book	blanket	week	village
friend	C.D.	man	baby
pencil	glue stick	enemy	wreath
plate	fork	dish	cemetery
neighborhood	strategy	tomb	
milk	farmer		
truck			

Plural

leaves

Possessive

Verb Tense Study Preview

Chart-Grade 2

Simple Past

Parts of Speech:

verbs
Verb (ed)
modal: did

Application (Why?):

We use the simple past to show actions that:

- happened in the past.

Formulas and Examples:

Declarative

Subject + verb(ed) + finisher.

¹
Last year, scientists discovered many new species of insects.

Negative

Subject + did + not + verb + finisher.

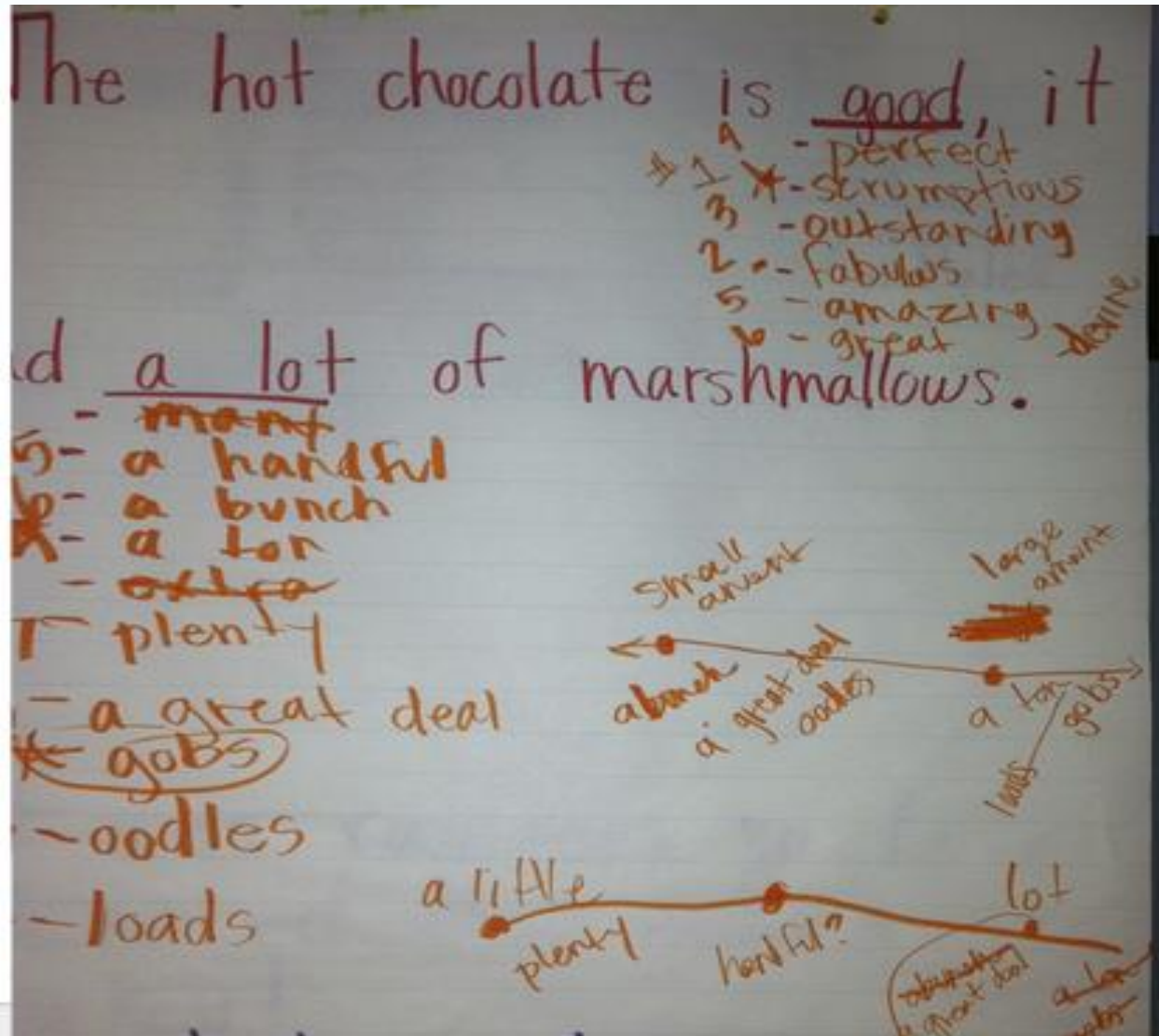
²
For a long time, astronomers did not believe the earth revolved around the sun.

Interrogative

Did + subject + verb + finisher?



Collaborative Chart Grade 4/5



Grade 3 Lesson Plan

FOUR PICTURE STORY FRAME PLANNING SHEET

LANGUAGE OBJECTIVE: We will write four sentences in the Simple Present Verb Tense to create a paragraph that tells how to induce magnetism.

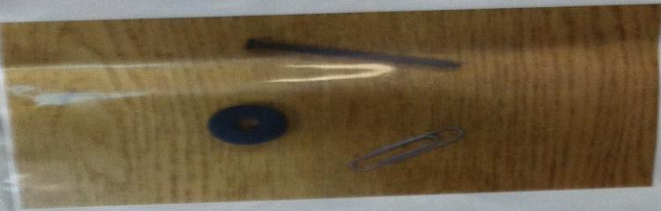
WHEN *during science	PICTURE #1 Components used: nail, magnet, paperclip	WHERE	WHEN *after the materials are collected *once they have the materials	PICTURE #2 Magnet attracting the nail	WHERE *to the nail *on the nail
WHO *Miss McKee's class *students		WHAT *to gather the magnetism components *to need a magnet, nail, and paperclip	WHO *they *the students		WHAT *to attract the magnet *to place the magnet
WHY *in order to create a temporary magnet *to make a temporary magnet		HOW	WHY		HOW *carefully *cautiously
SENTENCE #1 SYNTAX PATTERN: When + Who + What + Why			SENTENCE #2 SYNTAX PATTERN: When + Who + How + What + Where		
SENTENCE: During Science, Miss McKee's class gathers the magnetism components in order to create a temporary magnet.			SENTENCE: After the materials are collected, the students carefully attract the magnet to the nail.		
WHEN	PICTURE #3	WHERE	WHEN	PICTURE #4	WHERE

Grade 3

Preview Chart

Induced Magnetism

0. We will write four sentences in the simple present verb tense to create a paragraph that tells how to induce magnetism.

When: <ul style="list-style-type: none"> during science 		
Who: <ul style="list-style-type: none"> Students Miss McKee's Class 	Where:	What: <ul style="list-style-type: none"> gather magnetism supplies
Why: <ul style="list-style-type: none"> in order to create a temporary magnet to make a temporary magnet 	How:	

When + Who + What + Why
 During science, Miss McKee's class gathers magnetism supplies in order to create a temporary magnet.

Grade 4/5

Grammar Wall

Adverb

A word that is used to describe a verb, telling where, how, or when.

Does the word tell how, when, or where the action occurred?

Where

direction

When

time

verb + adverb

adverb + verb

How

manner

quickly	quietly	anxiously
fearfully	gracefully	nervously
lazily	lovingly	happily

later
now
soon
today
tomorrow
tonight
next
finally
earlier

frequency

daily	usually	never
often	always	

here	forward
there	away
outside	inside
sideways	backwards
apart	

Preposition

A word used to show the relationship of a noun or pronoun to another word.

Does the word require a noun or a pronoun after it?

location Where

When

time

preposition + noun/
pronoun

Why

purpose

in order to	because of
due to	for

during
after
until
at
before

across	below	under
between	above	out
by	in	through
at	from	to
beside	inside	into
of	past	next to

Ms. Griff

Texas

Golden Gate Bridge

Dr. Smith

Grade 4/5

Syntax Surgery

Syntax Surgery

Syntax Surgery Language Objective:

We will assemble a mixed-up sentence using our knowledge of the eight parts of speech and English syntax (word order) rules.

Adjective

Noun

Verb

who

What

Where

When

Why

How

Adverb

Preposition

the eager shoppers will be anxiously waiting
outside the stores for the doors to open
after Thanksgiving dinner .

Grades 7 & 8

Grammar Wall

7 6 5

clock

Adverb
A word that is used to describe a verb, telling where, how, or when.

Preposition
A word used to show the relationship of a noun or pronoun to another word.

How?

Where?

When?

Direction

downward
onward
outside
elsewhere
upstairs
somewhere
anywhere
nowhere
right here
up
down

Manner

calmly
patiently
quickly
aggressively
carefully
rapidly
nervously
successfully
accidentally
purposefully
possibly
probably

Time

yesterday
tomorrow
now
soon
already
2 weeks ago
first
last
today

Location

into
beneath
on
between
on top of
around
under
outside
next to
above
off
in

Where

underneath
within
with
beside

When

at
before
during
after
in
on
at
until
to
for

Grades 7 & 8

This or That

I would probably _____ instead of _____

because _____

This or
That

Situation: You are German and your best friend is Jewish. You know they are being "called up" to be sent to a concentration camp. Would you help to hide them in your home?

To help

- it's a struggle
- want them safe
- should live longer
- be cared for
- look out for them
- don't want them to die
- they would do the same
- save their life
- through thick and thin

(not help)

Not To hide

- Get into trouble
- My Family/arrested
- Something bad
- Be Killed
- Germans / searched
- Captured
- Dangerous
- Nervous

Grades 7 & 8

Verb Tense Study

Was/Were "To be" verbs in the past

We will write complete sentences using was or were to connect the sub. to adj. in 3 form

Parts of Speech:	Application	
<u>verbs</u>	We use <u>was/were</u> to talk about the past, connect the <u>subject</u> to an <u>adj.</u> that describes it.	Declarative Negative Interrogative
Singular Sub. / I: <u>was</u>		
Plural Sub. / you: <u>were</u>		

Declarative:

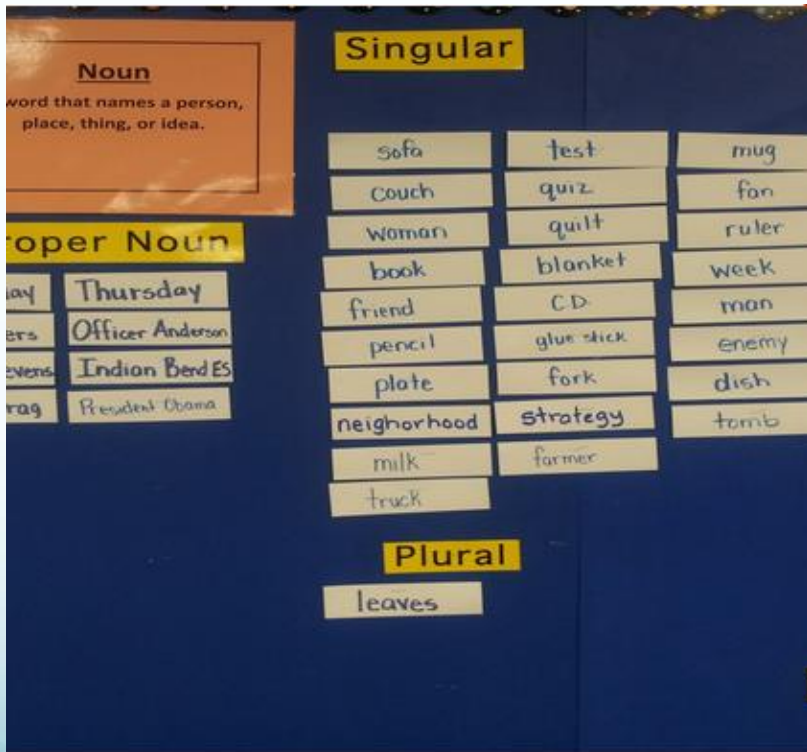
Example Subject + was/were + finisher (adjective).
Yesterday's exam was difficult.

Negative Subject + Was/Were + not + finisher (adj.).
2. Many students were not ready for the test last week.

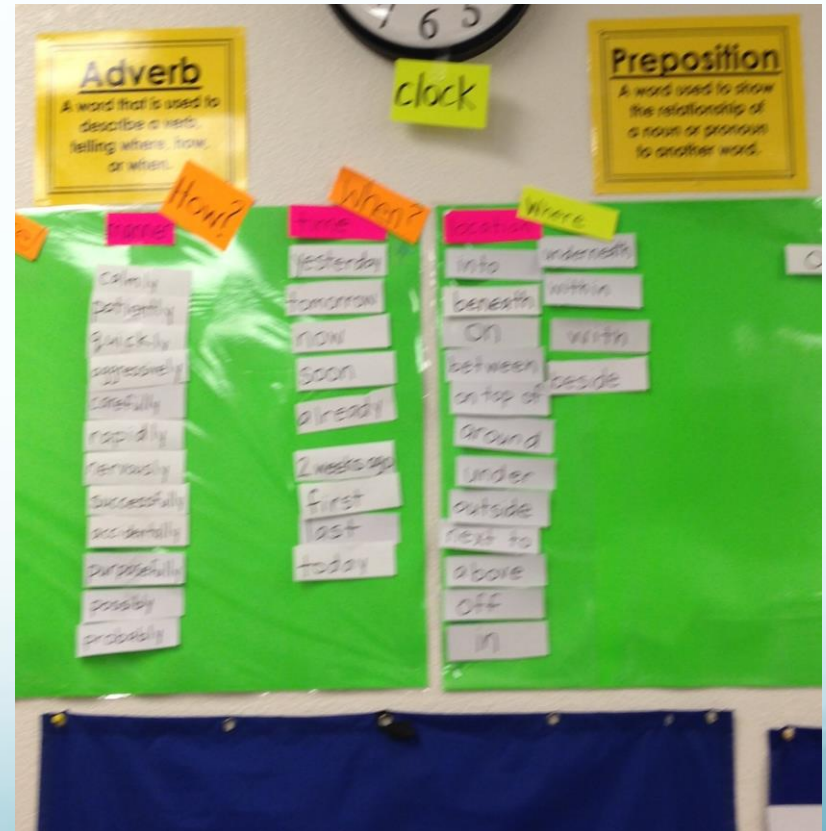
Interrogative Was/Were + Subject + finisher (adj.)?
3. Was the teacher concerned about the students' performance?

Grammar Wall

Grade 2



Grade 7/8



Verb Tense Study

Kindergarten

To Be Verbs in Present
We will write complete sentences using are to connect the subject and predicates in three forms:

Had

Age Objective:
We will write complete sentences using had to connect subject to nouns in two forms:
- declarative
- negative

Parts of Speech:
Verbs
to have
singular subject: had
plural subject: had
modals: did

Application (Why?)
We use had to show possession in the past.

Formulas and Examples
Declarative:
Subject + had + finisher (noun / noun phrase).
Example: The fox had sharp teeth.

Grades 4/5

Simple Future

L.O.
We will write complete sentences in the simple future verb tense in three forms:
- declarative
- negative
- interrogative

Parts of Speech
Verbs
will + verb

Application (Why?)
We use the simple future to show actions that will happen in the future.

Formulas & Examples
Declarative
Subject + will + verb + finisher.
Example: Tadpoles will hatch from their eggs in the coming spring.

Interrogative
Will + subject + verb + finisher.
Example: Will the next solar eclipse will not occur for many years?

Will archeologists discover new dinosaur fossils in the future?

Reflection...

1. Are instructional practices consistent across grade levels and schools in your district?
2. Is there strong evidence of deliberate language instruction in the classrooms?
3. Are you able to discern a language objective in all ELD lessons?
4. Do you have a common vision for the purpose of ELD?



Step 10

Provide Additional Teacher Support

- Chart parties
- ELD teacher website
- Shared lesson plans
- ELD collaboration meetings



Celebrate!!



Remember This...

In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing.

Theodore Roosevelt